DOCUMENT RESUME

ED 263 970 JC 860 018

TITLE	Status Report on Associate Degrees Awarded by the Illinois Public Community Colleges: Discussion Draft.
INSTITUTION	Illinois Community Coll. Board, Springfield.
PUB DATE	18 Oct 85
NOTE	19p.; Discussed as Agenda Item 14 at a Meeting of the Illinois Community College Board (Springfield, IL, October 6, 1985).
PUB TYPE	Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Associate Degrees; Community Colleges; *Degree Requirements; Educational Change; *Educational Trends; General Education; Graduation Requirements; Two Year Colleges
IDENTIFIERS	*Illinois

ABSTRACT

Designed to generate discussion among community college faculty and administrators in Illinois, this report provides an examination of the associate degree as it has evolved in Illinois public community colleges, along with recommended guidelines and alternatives for further development. First, the report reviews the current context of educational reform at national and state levels, suggesting that greater consistency and salience of the associate degree would be achieved nationwide if all two-year colleges adopted the definition and parameters set forth in the American Association of Community and Junior Colleges (AACJC's) October 1984 policy statement. Next, information is presented on the associate degree in Illinois. Trends in degree titles and types of awards are examined, indicating that currently nine different degree titles are used in the state. Problems and issues involved in reducing the number of awards in keeping with AACJC suggestions are identified. The next section focuses on graduation requirements for the associate degrees awarded, presenting tables of general education requirements by college. Three trends in general education requirements are identified in the report: (1) a reduction in the number of courses students may select to meet the distribution requirement at both community colleges and public universities; (2) a renewed emphasis on basic skills; and (3) the appearance of requirements designed to provide graduates with an appreciation of other cultures. (LAL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED263970

STATUS REPORT ON ASSOCIATE DEGREES

AWARDED BY THE ILLINOIS PUBLIC COMMUNITY COLLEGES

(Discussion Draft)

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X The document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

F. Wellman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

JC 860 018

Illinois Community College Board
October 1985

TABLE OF CONTENTS

	Page
Purpose of the Report	1
Current Context of Educational Reform	1
The National Scene	1
Illinois' Concerns	3
Developments in Other States	4
The Associate Degree in Illinois	5
Degree Titles and Types	5
Graduation Requirements	8
Conclusions and Recommendations (to be developed)	
Bibliography	15

PURPOSE OF THE REPORT

The purpose of this report is to examine the associate degree as it has evolved in Illinois public community colleges and to recommend guidelines and alternatives for its further development. To lend perspective to the discussion, the report will first review the current context of educational reform nationally and in Illinois. Then, trends in degree titles and in graduation requirements for the associate degrees awarded by Illinois public community colleges will be examined. The report is being circulated at this time as a discussion draft for comment by the system. In the spring, the staff and the Program Advisory Committee will examine the comments received and develop conclusions and recommendations.

During the past several years, at the request of the Illinois General Assembly or the Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB) and the Illinois public community colleges have addressed a variety of issues in community college education, including a re-definition of remedial education, a survey on the teaching of writing, the growth and development of "high technology" curricula, access to and retention of minority group students, the development of a statewide program review process, the role of community colleges in the State Board of Education's "Education for Employment Policy and Plan," and the ramifications for community college occupational curricula of the federal Carl D. Perkins Vocational Education Act. Each of these issues tangentially concerns the quality of community college programs without addressing specifically either the nature or the quality of the associate degree. This status report is a direct outgrowth of discussions on these topics between the ICCB program division staff and the ICCB Program Advisory Committee and, indeed, is written at the request of the Committee in order to generate discussion among community college faculty and administrators statewide.

CURRENT CONTEXT OF EDUCATIONAL REFORM

The National Scene

Beginning with the celebrated "A Nation at Risk" report issued in April 1983 by the National Commission on Excellence in Education, the educational enterprise from kindergarten through graduate school has been thrust into the public spotlight. "A Nation at Risk" was quickly followed by other task force and research reports -- such as the Twentieth Century Fund's "Making the Grade," Ernest Boyer's "High School," John Goodlad's "A Place Called School," and the Education Commission of the States' "Action for Excellence" -- all of which decried the state of public education in America today, particularly the inadequacy of the United States' high schools.

More recently, the National Institute of Education-sponsored "Involvement in Learning," the National Endowment for the Humanities' "To Reclaim a Legacy," and the Association for American Colleges' "Integrity in the College Curriculum" called for reform of higher education, primarily of education leading to the baccalaureate degree. At this writing, the Education Commission of the States, under the leadership of New Jersey Governor Kean,

has embarked on a three-year effort to improve the quality of undergraduate education, in part as a result of these three reports. At the same time, the media campaign by the national Coalition for Literacy and Jonathan Kozol's "Illiterate America" have called the public's attention to the plight of 60 million American adults who are functionally illiterate.

All of these reports and studies call for reforms to improve the quality of the outcomes of education in the United States. Each speaks to the need for developing higher skill levels in reading, writing, and computation for high school (and college) graduation; a greater emphasis on reasoning and critical thinking throughout the curriculum; a clearer understanding of scientific method and theory and the role and impact of technology on the individual and on society; a better understanding of man's cultural heritage; and more involvement of the learner in the learning process in order that he/she might take greater responsibility for his/her own learning.

Although each report recommends specific improvements within the educational process that are useful to community colleges, it is only the "Associate Degree Preferred" campaign launched by the American Association of Community and Junior Colleges (AACJC) in 1984 that speaks directly to needed improvements within associate degree curricula. The purpose of the AACJC "Associate Degree Preferred" campaign is to promote the value of the associate degree among potential commercial and industrial employers, among high school students and their parents and counselors, and among baccalaureate degree-granting institutions. To promote the associate degree, however, the AACJC first found need to develop a policy statement defining the degree. In this statement, published in October 1984, the AACJC, recognizing that the associate degree is central to the mission of community colleges, concluded that:

> "The associate degree must indicate that the holder has developed proficiencies sufficient to prepare for upper-division collegiate work or to enter directly into a specific occupation with confidence. The degree should be awarded only for completion of a coherent program of study designed for a specific purpose."

The AACJC statement made the following explicit recommendations:

a) The titles Associate in Arts and Associate in Science degree be used without further designation.
b) the Associate in Applied Science degree may have additional designations to denote special fields of study....
c) For all associate degrees, the transcript of a student should reveal the exact nature of the program completed....
d) The names or designations used for associate degrees be limited to the above titles.

In July 1985, the AACJC published a draft of the recommendations from its constituent Council on Occupational Education that further define the Associate in Applied Science degree. Among these thirteen recommendations, the most far-reaching are:

> "Associate degree programs designed primarily for immediate employment should be designated as an Associate in Applied Science (AAS) degree program.

The AAS degree should be identified with a specialty designation.

The AAS degree requirements should be limited to 60 to 72 semester credit hours or 90 to 108 quarter credit hours.

The technical specialty component of the AAS degree should constitute 50 to 75 percent of the course credits.

The general education component of AAS degree programs should constitute a minimum of 25 percent of the course credits, with the combination of general education and related studies constituting up to 50 percent of the course credits.

Although open admission to the institution ... is a cardinal characteristic of most community ... colleges, minimum criteria for admission to AAS degree programs are essential."

An April 1985 survey by John Wittstruck, conducted for the State Higher Education Executive Officers (SHEEO), indicated that there are at least eighteen different associate degree titles in use in the United States, not including the distinction between "associate in" and "associate of." Course and credit hour requirements vary not only from degree to degree, but also among institutions and states. Greater consistency and salience of the associate degree would be achieved nationwide were all community, junior, and technical colleges to adopt the definition and parameters set forth in the AACJC policy statement.

Illinois' Concerns

In Illinois, initial expressions of concern for the quality of higher education predated the national reports. In 1977, the General Assembly adopted Senate Resolution 180, requesting information on the extent of remediation in public higher education. In 1979, this resolution was followed up by an act designating the community colleges as the public postsecondary education sector responsible for remediation. As a result of this action, the Illinois Board of Higher Education (IBHE) undertook surveys on remedial education in higher education in both 1981 and 1983, and the Illinois Community College Board (ICCB) revised its Rules defining remedial education in 1983.

In Fiscal Year 1982, the Joint Education Committee requested both the Illinois Board of Higher Education and the Illinois State Board of Education to examine the status of the teaching of writing at all levels of education. The implicit assumption behind this request was that the writing skills of students needed improvement. At the request of the Board of Higher Education, the ICCB surveyed the community colleges on this topic and reported the results in July 1982.

At its meeting in March 1983, the Illinois Board of Higher Education received a staff report on "The Quality of Education in Illinois." The report generated discussion that resulted in the September 1983 report on "Public University Admission and General Education Requirements." In November 1983, the Board adopted recommendations on public college and university admissions requirements, which were subsequently revised on September 1984 to include subject-specific recommendations.

In September 1985, the Illinois Board of Higher Education received two reports. The first reviewed the status of university baccalaureate admissions requirements and proposed statewide baccalaureate and baccalaureate-transfer (Associate in Arts and Associate in Science) degree admissions requirements that would be applicable at all public colleges and universities. This proposal will be acted upon at the November 1985 Board meeting. The second was a background report on undergraduate education in the state and concludes with the recommendation that the Board establish a Committee on the Study of Undergraduate Education "to examine further the issues" and "make recommendations for action to the Board."

Developments in Other States

Illinois is not alone in its concern about the quality of education, nor is it alone in the kinds of directions and alternatives it is examining. The Board of Governors of the California Community Colleges, through its Task Force on Academic Quality, has for the past several years been addressing such issues as remediation, proposals to strengthen the associate degree, and the need for and development of a student matriculation model, which encompasses application for admission, orientation, pre-enrollment assessment, advising and counseling, and follow-up on student progress. In November 1983, the Washington State Board for Community College Education published draft guidelines that would require a minimum of 60 quarter credit hours in general education coursework within the 90 quarter credit hour Associate in Arts degree and specifically exclude remedial coursework from degree-credit.

In 1984, the Massachusetts Board of Regents of Higher Education also revised its community college to university transfer compact to differentiate between the Associate in Arts and the Associate in Science, to establish a maximum number of credit hours that would be transferable, and to set a minimum achieved grade point average for transfer from one institution to another. Colorado, too, has been examining its associate degree general education requirements in order to bring greater consistency among institutions.

Several states are addressing the twin issues of remediation and admissions requirements. In 1977, the New Jersey Board of Higher Education required that a basic skills assessment program with mandatory course placement be instituted for all students entering the state's higher education system. The Board contracted with The College Board to develop an appropriate criterion-referenced assessment package, which is now available commercially for use by other colleges. A recently completed study of the New Jersey system affirmed that students identified as requiring remediation who received remediation subsequently were retained and performed as well as students who did not need remediation, while students who needed but did not receive remediation discontinued enrollment. Both the Maryland and Minnesota coordinating boards also recently completed studies of the extent of remediation within postsecondary institutions in their states.

In 1983, the Virginia Council of Higher Education recommended that by 1990 all students who wish to enroll at a Virginia college or university "should have taken four years of English and math, three years of science and social science, and two years of a foreign language in high school." The Council further suggested that "all students entering state colleges be tested in

reading, writing, and computation and that remediation be mandatory if a student's skills are not up to par." The July 1985 report of the Southern Regional Education Board's Commission for Educational Quality recommends testing of basic skills both at entrance and at the end of the sophomore year. The State of Florida has already initiated such tests of academic progress. The Georgia vocational education board is currently examining the need for admissions requirements in occupational education curricula.

THE ASSOCIATE DEGREE IN ILLINOIS

Degree Titles and Types

The first "community" college in the United States was established in Illinois, when the Board of Trustees of Joliet Township High School officially sanctioned the offering of a post-high school program in 1902. This curriculum evolved into the Associate in Arts degree and the "post-high school program," of course, became Joliet Junior College. By 1965, when the Illinois Public Community College Act was adopted to establish a system of public community colleges and the Illinois Community College Board, there were 20 junior college districts operating 25 colleges. Many of these existing junior colleges reorganized and became comprehensive community colleges, and others were established. As of July 1985, there are 39 Illinois public community college districts, operating 50 colleges.

Currently nine different degree titles are used by the Illinois public community colleges, as follows:

Associate in Arts (AA)
Associate in Science (AS)
Associate in Arts and Sciences (AA&S)
Associate in Applied Science (AAS)
Associate in Business Administration (ABA)
Associate in Nursing (AN)
Associate in General Education (AGE)
Associate in General Studies (AGS)
Associate in Liberal Studies (ALS)

The first three of these degree titles are reserved for curricula designed to meet the lower-division general education requirements for the baccalaureate degree. All three degrees are accepted in transfer by Illinois baccalaureate degree-granting institutions that have adopted the "Articulation Compact" recommended by the Illinois Board of Higher Education in 1972. Thirteen colleges designate majors within the Associate in Arts degree, and six designate majors within the Associate in Science degree, while the remaining colleges do not. Neither of the two colleges awarding the single Associate in Arts and Sciences degree further designates majors.

The next three degree titles are reserved for curricula designed to lead directly to employment. All 50 colleges award at least one Associate in Applied Science degree, with all further designating the specific occupational field in which the degree is awarded. The one college that also awards an Associate in Business Administration also further designates the field in which the degree is awarded.

The final three degree titles are reserved for curricula that may be designed individually by the student. All three of these general degrees recognize that the student has completed a minimum of 60 semester credit hours of college-level work, some of which may be transferable to a baccalaureate degree and some of which may be for occupational preparation. None of the colleges who award general associate degrees further designates a major or field. One college awards two general associate degrees, and eight colleges do not award any. Table 1 on the next page lists the degree titles in use by each of the 50 Illinois public community colleges.

As indicated earlier, the AACJC recommends that only three degree titles be used nationwide: The Associate in Arts, the Associate in Science, and the Associate in Applied Science. It further recommends that the Associate in Arts and the Associate in Science degrees not carry any further designation. While the majority of colleges in Illinois do not designate a major in their transferable degree curricula, thirteen colleges do. During the past five years eighteen colleges have discontinued the designation of majors in favor of awarding the single Associate in Arts degree and the single Associate in Science degree. Following the AACJC recommendations would require the remaining thirteen colleges who designate majors to discontinue doing so. It would also require the two colleges who award the Associate in Arts and Sciences degree to convert to either a single Associate in Arts degree or to both the Associate in Arts and the Associate in Science degrees. The two colleges awarding the Associate in Business Administration degrees and the Associate in Nursing degree would also need to convert these degree curricula to the Associate in Applied Science degree, with the specific occupational field designated.

More problematic would be the discontinuance of the general associate degree curricula. The general associate degree serves a purpose not met by the other three degrees in that it permits students the flexibility to design, with the assistance of a counselor, their own programs to meet individual needs. Despite the recommendation by the AACJC, it may be salient to continue providing a general associate degree in order to recognize the satisfactory completion of 60 semester credit hours of college-level work, even though the degree does not conform to the traditional pattern and purpose of associate degrees. According to the Wittstruck study, colleges in at least eight states offer some form of general associate degree.

It may, however, be useful to adopt a single title for the general associate degree in order to achieve greater recognition of it and greater distinction between it and the other three degree titles. Each of these three present degree titles, however, has its own problems. "General Education" may easily be confused by the lay public with the "general education component" required in every degree program, but particularly within transfer degrees designed to apply to the baccalaureate. "Liberal Studies," on the other hand, appears to connote a concentration in the traditional liberal arts and sciences, which may not accurately describe the content of this degree. Within the Illinois community college system, "general studies" has come to be identified with a course funding category composed of non-college-level continuing education courses. Nonetheless, with internal re-education, the "general studies" title may be more descriptive of the educational experience of this general degree and may be more meaningful, or at least less confusing, to students and the general public.

Table 1 .
ILLINOIS COMMUNITY COLLEGE DEGREE TITLES

Dist. No.	College	Baccalaureate/Transfer	Occupational	General
501	Kaskaskia	AA & AS	AAS	AGE
502	DuPage	AA & AS	AAS	AGS
503	Black Hawk			
	Quad Cities	AA & AS	AAS	ALS
	East	AA & AS	AAS	ALS
504	Triton	AA & AS	AAS	ALS
505	Parkland	AA & AS (majors)	AAS	AGS
506	Sauk Valley	AA & AS	AAS	ALS
507	Danville	AA	AAS	ALS
508	Chicago			
	Kennedy-King	AA (majors)	AAS	AGS
	Loop	AA (majors)	AAS	AGS
	Malcolm X	AA (majors)	AAS	AGS
	Truman	AA (majors)	AAS	AGS
	Olive-Harvey	AA (majors)	AAS	AGS
	Daley	AA (majors)	AAS	AGS
	Wright	AA (majors)	AAS	AGS
	City-Wide	AA	AAS	AGS
509	Elgin	AA & AS	AAS	ALS
510	Thornton	AA & AS	AAS	--
511	Rock Valley	AA & AS	AAS	ALS
512	Harper	AA & AS	AAS	ALS
513	Illinois Valley	AA & AS	AAS	ALS, AGS
514	Illinois Central	AA&S	AAS	AGE
515	Prairie State	AA	AAS	AGS
516	Waubonsee	AA & AS (majors)	AAS	AGE
517	Lake Land	AA & AS	AAS	ALS
518	Sandburg	AA & AS	AAS	AGS
519	Highland	AA & AS	AAS, ABA	ALS
520	Kankakee	AA & AS (majors)	AAS	ALS
521	Rend Lake	AA & AS	AAS	AGS
522	Belleville	AA & AS	AAS	--
523	Kishwaukee	AA & AS	AAS	--
524	Moraine Valley	AA & AS	AAS	--
525	Joliet	AA & AS	AAS	ALS
526	Lincoln Land	AA & AS	AAS	AGE
527	Morton	AA & AS	AAS	ALS
528	McHenry	AA & AS	AAS	AGE
529	Illinois Eastern			
	Lincoln Trail	AA & AS	AAS	ALS
	Olney Central	AA & AS	AAS, AN	ALS
	Wabash Valley	AA & AS	AAS	ALS
	Frontier	AA & AS	AAS	ALS
530	Logan	AA&S, AA & AS (majors)	AAS	--
531	Shawnee	AA & AS	AAS	AGS
532	Lake County	AA & AS	AAS	--
533	Southeastern	AA & AS	AAS	ALS
534	Spoon River	AA & AS	AAS	AGE
535	Oakton	AA & AS (majors)	AAS	--
536	Lewis & Clark	AA & AS (majors)	AAS	ALS
537	Richland	AA & AS	AAS	ALS
539	John Wood	AA & AS	AAS	ALS
601	State C C	AA & AS	AAS	--

Graduation Requirements

The primary quality standards of the community college have always been "exit" standards. The awarding of credits, certificates, and degrees is the "coin" of the educational realm. Each college must be ever vigilant in protecting its "currency" from devaluation. A degree from the community college must mean something -- both to the student who earns it and to the future employers or other institutions who employ or accept the degree holder.

All of the recent national reports decry the lack of integrity and coherence in baccalaureate degree programs. Although these national reports are useful in pointing out both problems and new directions, it is only the AACJC's "Associate Degree Preferred" campaign that speaks specifically to the promotion of the value of the associate degree. Even the AACJC, however, found it necessary first to define the associate degree and then to make recommendations for its improvement.

The number of credits required for completion and the nature and scope of the general education component varies widely not only from college to college but also from degree to degree. In the transfer area, the total credit hours required for an Associate in Arts (AA) degree from the Illinois community colleges ranges from 60 to 65 semester credit hours, with a mean of 62, as shown on Table 2 on page 10. The general education component of the Associate in Arts degree ranges from a low of 24 to a high of 51 semester credit hours, with a mean of 38. This general education component consists of a nearly even distribution of credits among the four areas of communications, math and science, arts and humanities, and social and behavioral sciences.

On Tables 2 through 5, the "Communications" category includes English composition and speech. The "Math & Science" category includes mathematical, physical, and biological sciences. The "Arts & Humanities" category includes visual and performing arts, languages and literature, speech and theatre, philosophy and religion, and humanities. The "Social Sciences" category includes sociology, economics, political science, psychology, anthropology, and geography. Most colleges include history in social science rather than humanities. "Other" includes both the remaining credit hours to be selected from any of the sciences, humanities, and social sciences AND additional requirements, such as health/wellness, computer literacy, and/or orientation/career planning courses.

The university-wide general education component of baccalaureate degrees awarded by Illinois public universities ranges from a low of 22 semester credit hours at the University of Illinois/Urbana-Champaign to a high of 48 semester credit hours at Illinois State University. The mean general education requirement is 38.

Of the 39 colleges who award the Associate in Science (AS) degree, again the total number of credit hours required for graduation ranges from 60 to 65, with a mean of 63, as shown on Table 3 on page 11. The general education component of the Associate in Science degree ranges from a low of 21 to a high of 51 semester credit hours, with a mean of 40. This general education component includes more math and science coursework and fewer credits in arts and humanities and social and behavioral sciences than does the Associate in Arts.

There appear to be three distinct trends emerging in general education requirements. First, there has been a reduction in the size of the "laundry list" of courses from which students may select to meet the "distribution" requirement at both community colleges and at public universities. Several universities, for example, have reduced the size of the list of courses from which to choose from nearly 500 to approximately 100. In addition, there appears to be a movement that courses selected ought to build upon one another as reflected in requirements that a two-course sequence be selected in some areas.

The second trend is a renewed emphasis on basic skills. Most community colleges now require both two semesters of composition and one semester of speech to fulfill the communications requirement. Within the math and sciences area, many colleges now require both math and science rather than one or the other. Other colleges have instituted a computer literacy requirement, one of the new basic skills.

The third trend is the appearance of requirements designed to provide graduates an appreciation of other cultures or to lend an international or global perspective on their educational experience. This requirement is usually stated as a subset of either the humanities or the social science requirement or both.

In the occupational area, since the Associate in Applied Science (AAS) degree always carries the further designation of the field in which it is awarded, both the total number of credit hours required for graduation and the general education component of the degree are often field specific. Within the Illinois community colleges, the current range in credit hours required for completion of the Associate in Applied Science degree is from a low of 60 to a high of 86 semester credit hours, albeit the 86 semester credit hours are for dental hygiene, a field heavily influenced by external accreditation. For the 38 colleges that have established college-wide policies governing the Associate in Applied Science degree, the mean number of general education credit hours required is 17 semester credits, with a range from a low of 12 semester credits (less than the AACJC recommended 25 percent) to a high of 29 semester hours as indicated on Table 4 on page 12.

Of the 42 colleges that offer the general associate degree, twenty do not list any requirements for degree completion in their current catalogs beyond the minimum number of credits required. The minimum number of credits required for these general degrees ranges from 60 to 68 semester credit hours, with a mean of 63 semester credits, as indicated on Table 5 on page 13. The 22 colleges that show requirements in their catalogs require an average of 22 semester credits in general education coursework.

In sum, this status report only examines the types of degrees awarded by the Illinois public community colleges and the graduations requirements for each. If the associate degree is to be meaningful to the many publics served by community colleges, it is necessary to establish standards for degree completion. At the same time, to establish "exit" standards that are realistic, admissions standards for each type of degree may require review. If it can be assumed that the associate degree general education component at least -- if not the specialized coursework -- builds upon the knowledge and skills developed in high school, then it is not unreasonable to establish entrance standards for each degree program that specify what that prior

Table 2

GENERAL EDUCATION REQUIREMENTS FOR ASSOCIATE IN ARTS DEGREES

Dist. No.	College Name	Degree Cr. Hr. Total	Communications	Math & Science	Arts & Humanities	Social Science	Other	Gen Ed Total
501	Kaskaskia	64	9	9	9	12	2	41
502	DuPage*	64	10	10	10	10	2	42
503	Black Hawk							
	Quad Cities	62	9	9	9	9	2	38
	East	62	9	9	12	9	3	42
504	Triton	64	9	8	8	6	2	33
505	Parkland	60	(requirements are major specific)					
506	Rock Valley	64	9	10	12	10	0	41
507	Danville	62	9	7	17	9	3	45
508	Chicago							
	Kennedy-King	60	6	12	6	6	0	30
	Loop	60	6	12	6	6	0	30
	Malcolm X	60	6	12	6	6	0	30
	Truman	60	6	12	6	6	0	30
	Olive-Harvey	60	6	12	6	6	0	30
	Daley	60	6	12	6	6	0	30
	Wright	60	6	12	6	6	0	30
	City-Wide	60	6	12	6	6	0	30
509	Elgin	60	9	6	3	6	0	24
510	Thornton	62	9	6	12	9	5	41
511	Rock Valley	64	9	11	9	12	1	42
512	Harper	60	6	8	6	6	12	38
513	Illinois Valley	64	9	11	12	9	2	43
514	Illinois Central	64	9	11	6	9	0	35
515	Prairie State	62	6	11	9	9	4	39
516	Waubonsee	64	9	8	12	6	2	37
517	Lake Land	64	9	10	6	6	9	40
518	Sandburg	62	9	9	12	9	0	39
519	Highland	62	9	11	6	9	5	40
520	Kankakee	64	9	11	9	17	2	47
521	Rend Lake	64	9	10	9	9	2	39
522	Belleville	64	9	9	6	9	2	35
523	Kishwaukee	62	9	6	12	6	12	45
524	Moraine Valley	62	6	8	6	8	0	28
525	Joliet	64	9	8	6	9	8	40
526	Lincoln Land	60	6	11	9	9	0	35
527	Morton	62	6	8	6	6	14	40
528	McHenry	60	9	10	12	12	0	43
529	Illinois Eastern*							
	Lincoln Trail	64	11	9	13	8	7	48
	Olney Central	64	11	9	13	8	7	48
	Wabash Valley	64	11	9	13	8	7	48
	Frontier	64	11	9	13	8	7	48
530	Logan	62	6	17	12	12	4	51
531	Shawnee	64	9	8	9	9	8	43
532	Lake County	60	9	10	9	9	0	37
533	Southeastern	60	9	8	8	8	8	41
534	Spoon River	65	9	9	9	9	7	43
535	Oakton	60	6	6	6	6	3	27
536	Lewis & Clark	64	9	7	9	6	10	41
537	Richland	60	9	8	12	8	0	37
538	John Wood	64	9	6	12	12	1	40
401	State C C*	64	8	8	8	3	3	32
	Mode	64	9	8,9	6	6	0	
	Mean	62	8	9	9	8	3	38

Source: 1985 College catalogs and subsequent curriculum change requests
*Minimum credit hour requirements for these six colleges on the quarter system have been converted to semester hour equivalents.

BEST COPY A.

Table 3

GENERAL EDUCATION REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREES

Dist. No.	College Name	Degree Cr. Hr. Total	Communications	Math & Science	Arts & Humanities	Social Science	Other	Gen Ed Total
501	Kaskaskia	64	6	18	6	6	4	40
502	DuPage*	64	10	20	3	3	4	40
503	Black Hawk							
	Quad Cities	62	9	23	6	6	2	46
	East	62	9	15	6	9	3	42
504	Triton	64	9	16	5	6	2	38
505	Parkland	60	(requirements are major-specific)					
506	Sauk Valley	64	9	10	6	7	0	32
507	Danville	None						
508	Chicago							
	Kennedy-King	None						
	Loop	None						
	Malcolm X	None						
	Truman	None						
	Olive-Harvey	None						
	Daley	None						
	Wright	None						
	City-Wide	None						
509	Elgin	60	9	6	6	6	0	27
510	Thornton	62	9	12	6	9	5	41
511	Rock Valley	64	9	21	(9)	(9)	1	40
512	Harper	60	6	20	6	6	0	38
513	Illinois Valley	64	6	23	6	6	2	43
514	Illinois Central	None						
515	Prairie State	None						
516	Waubonsee	64	9	22	6	6	2	45
517	Lake Land	64	9	10	6	6	9	40
518	Sandburg	62	9	12	9	9	0	39
519	Highland	62	9	11	6	9	5	40
520	Kankakee	64	(requirements are major-specific)					
521	Rend Lake	64	9	20	3	6	2	40
522	Belleville	64	6	25	6	6	2	45
523	Kishwaukee	62	9	12	6	6	12	45
524	Moraine Valley	62	6	20	6	8	0	40
525	Joliet	60	6	16	6	6	6	40
526	Lincoln Land	60	6	15	6	9	0	36
527	Morton	62	6	20	6	6	2	40
528	McHenry	60	9	10	12	12	0	43
529	Illinois Eastern*							
	Lincoln Trial	64	11	12	8	8	4	43
	Olney Central	64	11	15	8	8	4	46
	Wabash Valley	64	11	12	8	8	4	43
	Frontier	64	11	12	8	8	4	43
530	Logan	62	6	17	12	12	4	51
531	Shawnee	64	9	16	9	9	0	43
532	Lake County	60	9	10	9	9	0	37
533	Southeastern	62	9	11	5	9	7	41
534	Spoon River	65	9	18	3	6	7	43
535	Oakton	60	6	6	0	6	3	21
536	Lewis & Clark	64	9	13	6	9	2	39
537	Richland	60	9	12	8	8	0	37
539	John Wood	64	9	12	9	9	1	40
601	State C C*	64	8	13	3	5	3	32
	Mode	64	9	12	6	6	0	40
	Mean	63	8	15	6	7	3	40

Source: 1985 College catalogs and subsequent curriculum change requests
*Minimum credit hour requirements for these six colleges on the quarter system have been converted to semester hour equivalents.

BEST COPY AVAILABLE

Table 4

GENERAL EDUCATION REQUIREMENTS FOR ASSOCIATE IN APPLIED SCIENCE DEGREES

Dist. No.	College Name	Degree Cr. Hr. Total*	Communications	Math & Science	Arts & Humanities	Social Science	Other	Gen Ed Total
501	Kaskaskia	64	0	6	6	6	3	21
502	DuPage**	64	8	6	3	3	2	22
503	Black Hawk							
	Quad Cities	62	(requirements are degree specific)					
	East	60	(requirements are degree specific)					
504	Triton	65	6	4	1	3	2	16
505	Parkland	60	(requirements are degree specific)					
506	Sauk Valley	64	6	6	3	3	1	19
507	Danville	62	6	3	3	3	0	15
508	Chicago							
	Kennedy-King	60	3	3	0	3	6	15
	Loop	60	3	3	0	3	6	15
	Malcolm X	60	3	3	0	3	6	15
	Truman	60	3	3	0	3	6	15
	Olive-Harvey	60	3	3	0	3	6	15
	Daley	60	3	3	0	3	6	15
	Wright	60	3	3	0	3	6	15
	City-Wide	60	3	3	0	3	6	15
509	Elgin	60	6	3	3	3	0	15
510	Thornton	60	6	3	3	3	0	15
511	Rock Valley	64	9	0	3	0	3	15
512	Harper	60	6	6	3	6	0	21
513	Illinois Valley	64	(requirements are degree specific)					
514	Illinois Central	64	6	7	3	6	0	22
515	Prairie State	60	3	4	3	3	2	15
516	Waubonsee	64	6	6	3	3	0	18
517	Lake Land	64	3	2	0	3	8	16
518	Sandburg	60	(requirements are degree specific)					
519	Highland	61	(requirements are degree specific)					
520	Kankakee	61	(requirements are degree specific)					
521	Rend Lake	64	(total of 14)					14
522	Belleville	64	6	0	(6)	(6)	2	14
523	Kishwaukee	60	(requirements are degree specific)					
524	Moraine Valley	62	6	7	3	5	0	21
525	Joliet	60	3	3	3	3	0	12
526	Lincoln Land	60	6	6	0	3	0	15
527	Morton	62	6	7	3	5	2	23
528	McHenry	60	6	3	3	3	0	15
529	Illinois Eastern**							
	Lincoln Trail	69	8	5	5	8	3	29
	Olney Central	63	3	0	3	3	4	13
	Wabash Valley	64	3	3	3	3	4	16
	Frontier	64	3	3	3	3	1	13
530	Logan	63	(requirements are degree specific)					
531	Shawnee	60	(requirements are degree specific)					
532	Lake County	60	9	3	3	6	0	21
533	Southeastern	62	6	7	0	3	0	16
534	Spoon River	64	(requirements are degree specific)					
535	Oakton	60	6	6	0	6	3	21
536	Lewis & Clark	64	6	6	3	3	0	18
537	Richland	60	(requirements are degree specific)					
539	John Wood	64	9	3	0	3	2	17
601	State C C**	64	5	5	3	5	3	21
	Mode	60	6	3	3	3	0	15
	Mean	62	5	4	2	4	3	17

Source: 1985 College catalogs and subsequent curriculum change requests

*Since AAS degree requirements are field specific, the number of credit hours listed in this column is the number of credits required in the specific field requiring the least number of credit hours. Many fields require a substantially higher number of credits.

**Minimum credit hour requirements for these six colleges on the quarter system have been converted to semester hour equivalents.

BEST COPY AVAILABLE

Table 5

GENERAL EDUCATION REQUIREMENTS FOR ASSOCIATE IN GENERAL EDUCATION, ASSOCIATE IN GENERAL STUDIES, AND ASSOCIATE IN LIBERAL STUDIES DEGREES

Dist. No.	College Name	Degree Cr. Hr. Total	Communications	Math & Science	Arts & Humanities	Social Science	Other	Gen Ed Total
501	Kaskaskia	64	0	6	4	4	3	21
502	DuPage*	64	10	6	7	7	2	31
503	Black Hawk							
	Quad Cities	60	6	3	3	3	3	18
	East	62	3	3	0	3	0	9
504	Triton	64	6	3	3	3	0	15
505	Parkland	60	6	6	(6)	(6)	15	33
506	Sauk Valley	64	6	6	3	3	1	19
507	Danville	62	6	3	3	3	5	20
508	Chicago							
	Kennedy-King	60	(data not provided in catalog)					
	Loop	60	(data not provided in catalog)					
	Malcolm X	60	(data not provided in catalog)					
	Truman	60	(data not provided in catalog)					
	Olive-Harvey	60	(data not provided in catalog)					
	Daley	60	(data not provided in catalog)					
	Wright	60	(data not provided in catalog)					
	City-Wide	60	(data not provided in catalog)					
509	Elgin	60	9	6	0	3	3	21
510	Thornton	None						
511	Rock Valley	64	6	6	3	3	1	19
512	Harper	60	(data not provided in catalog)					
513	Illinois Valley	64	(data not provided in catalog)					
514	Illinois Central	64	6	7	3	6	0	22
515	Prairie State	62	(data not provided in catalog)					
516	Waubonsee	64	6	8	12	9	0	35
517	Lake Land	64	9	3	3	3	2	20
518	Sandburg	62	9	9	9	9	0	36
519	Highland	62	6	6	0	3	3	18
520	Kankakee	64	(data not provided in catalog)					
521	Rend Lake	64	(data not provided in catalog)					
522	Belleville	None						
523	Kishwaukee	None						
524	Moraine Valley	None						
525	Joliet	64	3	6	3	3	0	15
526	Lincoln Land	60	6	6	3	6	0	21
527	Morton	60	3	4	3	3	0	13
528	McHenry	60	6	6	6	6	0	24
529	Illinois Eastern*							
	Lincoln Trail	68	(data not provided in catalog)					
	Olney Central	68	(data not provided in catalog)					
	Wabash Valley	68	(data not provided in catalog)					
	Frontier	68	(data not provided in catalog)					
530	Logan	None						
531	Shawnee	64	(data not provided in catalog)					
532	Lake County	None						
533	Southeastern	62	(data not provided in catalog)					
534	Spoon River	65	9	10	6	6	4	35
535	Oakton	None						
536	Lewis & Clark	64	(data not provided in catalog)					
537	Richland	60	9	10	10	10	0	39
539	John Wood	64	0	3	3	3	0	9
601	State C C*	None						
	Mode	60	6	6	3	3	0	—
	Mean	63	6	6	4	5	2	22

Source: 1985 College catalogs and subsequent curriculum change requests
*Minimum credit hour requirements for these six colleges on the quarter system have been converted to semester hour equivalents.

BEST COPY AVAILABLE

competence is and, then, to provide the opportunity for individuals to develop that competency prior to admission. Clear communication to prospective students of admissions and graduation requirements, as well as of the opportunities for qualifying, are needed. In light of proposed Board of Higher Education requirements for admission to Associate in Arts and Associate in Science degree curricula, the issues of admissions standards and procedures will be examined further in the years to come.

The level of change within the system indicates that many community colleges have heeded, or perhaps anticipated, the calls for reform and are systematically reviewing their degree requirements. The faculty and academic administrators within each college appear to be addressing what it means to be an "educated person" and are translating this philosophy into a more coherent set of degree requirements. Systemwide, however, there is still little consistency in degree titles and little perceived consensus on the nature and scope of the general education component of each type of degree. One of the questions before the ICCB is whether it should officially endorse the recommendations promulgated by the AACJC in order to strengthen the "Associate Degree Preferred" campaign designed to benefit both the community colleges and their students.

BIBLIOGRAPHY

American Association of Community and Junior Colleges. "Policy Statement on the Associate Degree," AACJC Letter, July 1984.

American Association of Community and Junior Colleges. "Associate Degree Preferred," AACJC Letter, October 1984.

American Association of Community and Junior Colleges. "AAS Degree Policy Statement Developed," AACJC Letter, July 1985.

Board of Governors of California Community Colleges. "Student Matriculation: A Plan for Implementation in the California Community Colleges" (Report to the California Legislature), April 1984.

Boyer, Ernest. High School: A Report on Secondary Education. New York: Harper and Row, 1983.

Education Commission of the States' Task Force on Education for Economic Growth. Action for Excellence. Denver: ECS Distribution Center, June 1983.

Goodlad, John I. A Place Called School: Prospects for the Future. New York: McGraw-Hill, 1984.

Illinois Board of Higher Education. "Public University Admission and General Education Requirements," September 1983.

Illinois Board of Higher Education. "Recommendations on Public College and University Admission Requirements," November 1983.

Illinois Board of Higher Education. "High School Subjects Required for Admission to Public and Private Colleges and Universities," September 1984.

Illinois Board of Higher Education. "A Background Report for the Study of Undergraduate Education in Illinois Colleges and Universities," September 1985.

Illinois Board of Higher Education. "Minimum Preparation and Admission Requirements for Baccalaureate Degree Programs," September 1985.

Koltai, Leslie. Redefining the Associate Degree. American Association of Community and Junior Colleges, 1984.

Kozol, Jonathan. Illiterate America. New York: Anchor-Doubleday, 1985.

Massachusetts Board of Regents of Higher Education. "The Commonwealth Transfer Compact," May 1984.

McCabe, Robert H. and Suzanne B. Skidmore. "Miami-Dade: Results Justify Reforms," Community and Junior College Journal (September 1983): 26-29.

National Commission on Excellence in Education. A Nation at Risk: The Imperative for Educational Reform. Washington, D.C.: Government Printing Office, 1983.

New Jersey Basic Skills Council. Effectiveness of Remedial Programs in New Jersey Public Colleges and Universities, Fall 1982 - Spring 1984. Trenton: Department of Higher Education, January 1985.

Project on Redefining the Meaning and Purpose of Baccalaureate Degrees. Integrity in the College Curriculum. Association of American Colleges, February 1985.

Southern Regional Education Board's Commission for Educational Quality. "Access to Quality Undergraduate Education," July 1985.

Study Group on the Conditions of Excellence in Higher Education. Involvement in Learning: Realizing the Potential of American Higher Education. National Institute of Education, October 1984.

Study Group on the State of Learning in the Humanities in Higher Education. To Reclaim a Legacy: Report on Humanities in Education. National Endowment for the Humanities, November 1984.

Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy. Making the Grade. New York: Twentieth Century Fund, 1983.

Washington State Board for Community College Education. "Associate Degree Guidelines Under Study," (Washington State) Community College News (November 1983): 4.

Wittstruck, John R. Requirements for Certificates, Diplomas and Associate Degrees: A Survey of the States. Denver: State Higher Education Executive Officers, April 1985.

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
JAN 31 1986